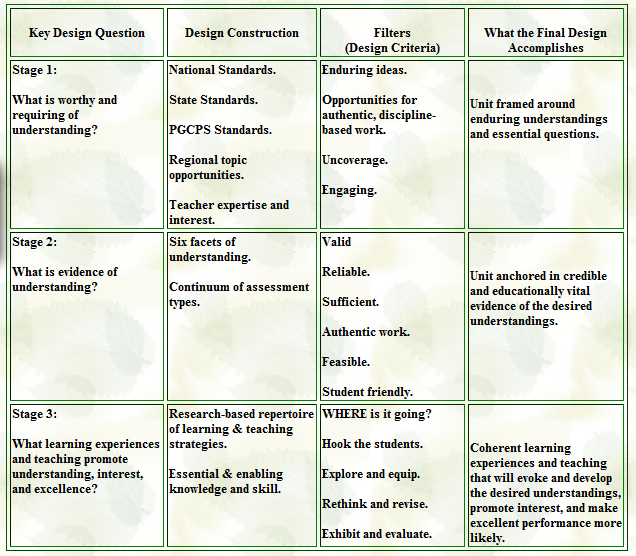
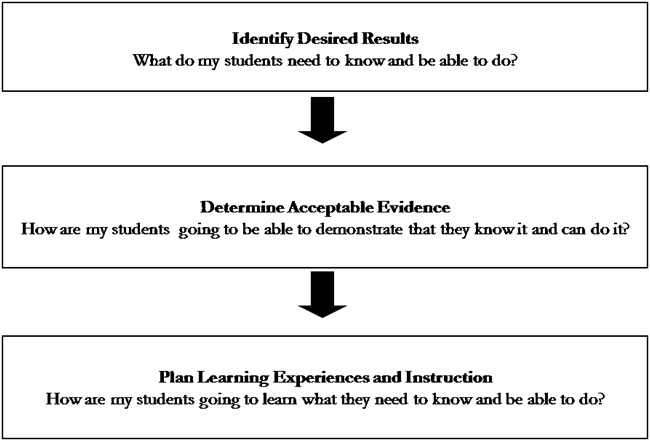
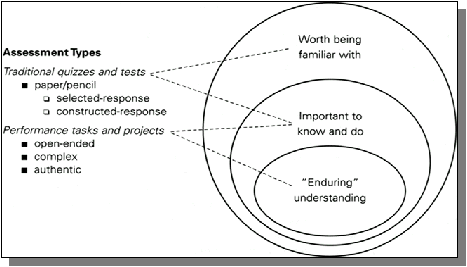
Understanding by Design Framework for Lesson Planning Visuals 1



Understanding by Design Framework for Lesson Planning Visuals 2



Understanding by Design Framework for Lesson Planning Visuals 3



Backward Design Lesson Plan Template

Candidate Grade level

Lesson title

|  |  |
| --- | --- |
| Step 1—Desired Results (What students will learn…) | |
| *Standards, benchmarks, other objectives as needed. What should students know, understand, and be able to do as a result of the lesson?*   * Unit Enduring Understanding(s)/Essential Question(s) * State Social Studies Standards (<http://isbe.state.il.us/ils/social_science/standards.htm>) * Common Core Reading Across (<http://www.corestandards.org/>) * Daily Objectives | |
| Step 2—Assessment Evidence (Summative/Formative check for learning) | |
| *Performance task—What will students do to show what they have learned?*  *Performance criteria—How good is good enough to meet standards? Provide checklists, rubric, or criteria.* | |
| Step 3—Learning Plan (detailed enough for another teacher to follow) | |
| 1. *Learning activities: Steps for students. Use action verbs (step by step from start to finish)*  * Introductory activity: Introduce desired results; ask essential question; connect with student experience. * Student-centered learning steps: Detailed sequencing of lesson; specify formative assessment during practice and summative assessment in conclusion. * Closure: Revisit enduring understanding(s)/ essential question(s). | 1. *Notes for Teacher*  * What do I need to remember to do? |
| 1. *Resources, Timing, and Materials*  * Materials to have ready * Approximate time needed for lesson * Resources (where I got my ideas) | |
| Step 4—Differentiation/Accommodation/Modifications | |
| *Which strategies/methods will you use differentiate for different learning styles? How will you accommodations and modifications for special needs students (IEP)?* | |

Adapted from Tomlinson and McTighe, *Integrating Differentiated Instruction + Understanding by Design*, ASCD, 2006.

Backward Design Lesson Plan Template

Candidate Grade level

Lesson title

|  |  |
| --- | --- |
| Step 1—Desired Results (What students will learn…) | |
| *Standards, benchmarks, other objectives as needed. What should students know, understand, and be able to do as a result of the lesson?* | |
| Step 2—Assessment Evidence (Summative/Formative check for learning) | |
| *Performance task—What will students do to show what they have learned?*  *Performance criteria—How good is good enough to meet standards? Provide checklists, rubric, or criteria.* | |
| Step 3—Learning Plan (detailed enough for another teacher to follow) | |
| *Learning activities: Steps for students. Use action verbs (step by step from start to finish)* | *Notes for Teacher* |
| *Resources, Timing, and Materials* | |
| Step 4—Differentiation/Accommodation/Modifications | |
| *Which strategies/methods will you use differentiate for different learning styles? How will you accommodations and modifications for special needs students (IEP)?* | |

Adapted from Tomlinson and McTighe, *Integrating Differentiated Instruction + Understanding by Design*, ASCD, 2006.

Tools for Assessment

|  |  |  |  |
| --- | --- | --- | --- |
| Written | Oral | Visual | Kinesthetic |
| Advertisement  Biography  Book report  Book review  Brochure  Campaign speech  Crossword puzzle  Editorial  Essay  Experiment record  Game  Journal  Lab report  Letter  Log  Magazine article  Memo  Newspaper article  Poem  Portfolio  Position paper  Proposal  Questionnaire  Research report  Script  Story  Test  Yearbook | Audiotape  Balagtasan  Debate  Discussion  Dramatization  Haiku  Interview  Newscast  Oral presentation  Oral report  Poetry reading  Rap  Reader’s Theater  Role play  Skit  Speech  Song  Teach a lesson | Advertisement  Banner  Brochure  Campaign flyer  Cartoon  Chart  Collage  Collection  Computer graphic  Construction  Data display  Design  Diagram  Display  Diorama/shoebox  Drawing  Graph  Graphic Organizer  Map  Mobile  Model  Painting  Photograph  Portfolio  Poster  Scrapbook  Sculpture  Slide show  Storyboard  Venn Diagram  Videotape | Community outreach  Dramatization  Field trips  Letter writing  Oral interviews  Play  Presentation  Service learning  Simulations  Role play  Skit  Scavenger hunt |

Rubric for Candidate Ability to Plan Instruction

Candidate Assessor

|  |  |  |  |
| --- | --- | --- | --- |
|  | Unacceptable | Acceptable | Target |
| Lesson content  (25%) | Candidates select lesson content that is incompatible with state standards | Candidates select content that is compatible with state standards. | Candidates select content that is compatible with state standards and adapt that content to suit the diversity of their students |
|  | Unacceptable □ | Acceptable □ | Target □ |
| Ability to plan  (25%) | Candidates select teaching methods and learning opportunities that don’t connect well to the standards and benchmarks or the students they are teaching | Candidates select teaching methods and learning opportunities that are appropriate to the standards and benchmarks and students they are teaching | Candidates select teaching methods and learning opportunities that are well matched to the standards and benchmarks and engaging to the students they are teaching |
|  | Unacceptable □ | Acceptable □ | Target □ |
| Alignment of assessment with plan  (25%) | Candidates select no assessment strategies or use strategies that do not connect well to the standards/benchmarks or students they are teaching | Candidates select formative or summative assessment strategies aligned with standards/benchmarks, teaching methods, learning opportunities, and students | Candidates select authentic formative and summative assessment strategies aligned with standards/benchmarks, teaching methods, and learning opportunities which provide opportunities for students to self-assess |
|  | Unacceptable □ | Acceptable □ | Target □ |
| Instruction  25% | Candidates primarily select teacher-centered approaches to instruction | Candidates select one or more student-centered approaches to instruction | Candidates plan to engage students in critical thinking and problem solving, and communicate with students to foster collaboration and develop performance skills |
|  | Unacceptable □ | Acceptable □ | Target □ |
|  | Overall Unacceptable □ | Overall Acceptable □ | Overall Target □ |